

Southington Public Schools

Curriculum Map

Subject: English Language Arts -Reading

Grade: Kindergarten

UNIT TITLE	Readers Build Good Habits	Readers Read, Think, and Talk About Emergent Story Books	Readers Use All Our Powers to Read Everything We Can
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How to develop and establish appropriate reading behaviors. • How the kindergarten reading workshop is launched. • How readers use pictures and words to make their reading fun and interesting. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How readers can read our emergent story books. • How readers study and grow ideas about books. • How readers can read emergent story books with a partner. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How readers learn what superpowers are and begin to use them. • How readers use many superpowers at once. • How readers practice their superpowers. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings
CT CORE STANDARDS	<p><i>Reading Standards for Literature 1 - With prompting and support, ask and answer questions about key details in a text.</i></p> <p><i>Reading Standards for Literature 2 - With prompting and support, retell familiar stories, including key details.</i></p> <p><i>Reading Standards for Literature 3 - With prompting and support, identify characters, settings, and major events in a story.</i></p> <p><i>Reading Standards for Literature 5 - Recognize common types of texts (e.g., storybooks, poems).</i></p> <p><i>Reading Standards for Literature 7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</i></p> <p><i>Reading Standards for Literature 10 - Actively engage in group reading activities with purpose and understanding.</i></p> <p><i>Reading Standards for Informational Text 5 - Identify the front cover, back cover, and title page of a book.</i></p> <p><i>Reading Standards for Informational Text 7 - With prompting and support, describe the</i></p>	<p><i>Reading Standards for Literature 1 - With prompting and support, ask and answer questions about key details in a text.</i></p> <p><i>Reading Standards for Literature 2 - With prompting and support, retell familiar stories, including key details.</i></p> <p><i>Reading Standards for Literature 3 - With prompting and support, identify characters, settings, and major events in a story.</i></p> <p><i>Reading Standards for Literature 7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</i></p> <p><i>Reading Standards for Literature 9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</i></p> <p><i>Reading Standards for Literature 10 - Actively engage in group reading activities with purpose and understanding.</i></p> <p><i>Reading Standards: Foundational Skills 1 - Demonstrate understanding of the organization and basic features of print.</i></p>	<p><i>Reading Standards for Literature 1 - With prompting and support, ask and answer questions about key details in a text.</i></p> <p><i>Reading Standards for Literature 7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</i></p> <p><i>Reading Standards: Foundational Skills 1 - Demonstrate understanding of the organization and basic features of print.</i></p> <p><i>Reading Standards: Foundational Skills 2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i></p> <p><i>Reading Standards: Foundational Skills 3 - Know and apply grade-level phonics and word analysis skills in decoding words.</i></p> <p><i>Speaking and Listening Skills 1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</i></p>

	<p><i>relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</i></p> <p>Reading Standards for Informational Text 10 - Actively engage in group reading activities with purpose and understanding.</p> <p>Speaking and Listening Standards 1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>Speaking and Listening Standards 6 - Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>Language Standards 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language Standards 6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Reading Standards: Foundational Skills 4 - Read emergent-reader texts with purpose and understanding.</p> <p>Speaking and Listening Standards 1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>Speaking and Listening Standards 4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	
UNIT TITLE	Readers Get to Know the Characters, Setting, Problem/Solution in Their Books and Talk about Them with Others	Readers Learn Information about the World through Nonfiction Books	
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How readers strategize for getting to know a character. • How readers look closely at the settings of the stories to better understand read-aloud texts and just-right books. • How readers identify major events in the story. • How readers perform books to become experts about characters. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How readers use the words and pictures in books to learn information about the world. • How readers read nonfiction books differently from fiction books. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings 	
CT CORE STANDARDS	<p>Reading Standards for Literature 1 – With prompting and support, ask and answer questions about key details in a text.</p> <p>Reading Standards for Literature 2 – With prompting and support, retell familiar stories,</p>	<p>Reading Standards for Informational Text 1 – With prompting and support, ask and answer questions about key details in a text.</p> <p>Reading Standards for Informational Text 2 – With prompting and support, identify the main</p>	

	<p><i>including key details.</i></p> <p>Reading Standards for Literature 3 – With prompting and support, identify characters, settings, and major events in a story.</p> <p>Reading Standards for Literature 5 – Recognize common types of texts (e.g., storybooks, poems).</p> <p>Reading Standards for Literature 7 – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>Reading Standards for Literature 9 – With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Reading Standards for Literature 10 – Actively engage in group reading activities with purpose and understanding.</p> <p>Reading Standards: Foundational Skills 1 – Demonstrate understanding of the organization and basic features of print.</p> <p>Reading Standards: Foundational Skills 4 – Read emergent-reader texts with purpose and understanding.</p> <p>Speaking and Listening Standards 1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>Speaking and Listening Standards 6 – Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Language Standards 6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><i>topic and retell key details of a text.</i></p> <p>Reading Standards for Informational Text 3 – With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Reading Standards for Informational Text 4 – With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Reading Standards for Informational Text 7 – With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>Reading Standards for Informational Text 9 – With prompting and support, identify basic similarities in and differences between two texts on the same topic</p> <p>Reading Standards for Informational Text 10 – Actively engage in group reading activities with purpose and understanding.</p> <p>Speaking and Listening Standards 1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>Language Standards 4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>Language Standards 6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
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